

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Jomel Jansson

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Benson Primary School

(As it should appear in the official records)

School Mailing Address 360 South Patagonia Street

(If address is P.O. Box, also include street address.)

City Benson State AZ Zip Code+4 (9 digits total) 85602-2030

County Cochise County State School Code Number* 020209000

Telephone 520-720-6751 Fax 520-720-6708

Web site/URL http://www.bensonsd.k12.az.us E-mail jjansson@bensonsd.k12.az.us

Facebook Page

www.facebook.com/pages/Benson-

Twitter Handle Unified-School-District Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Dr. David Woodall E-mail: dwoodall@bensonsd.k12.az.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Benson Unified School District Tel. 520-720-6700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Robert Bernal

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☒ Small city or town in a rural area
 - ☐ Rural
3. 7 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	1	3	4
K	49	41	90
1	34	37	71
2	42	43	85
3	41	36	77
4	48	30	78
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	215	190	405

5. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
 - 1 % Asian
 - 3 % Black or African American
 - 10 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 18%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	44
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	73
(4) Total number of students in the school as of October 1	405
(5) Total transferred students in row (3) divided by total students in row (4)	0.180
(6) Amount in row (5) multiplied by 100	18

7. English Language Learners (ELL) in the school: 1 %
6 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 60 %
 Total number students who qualify: 241

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 15 %
62 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3 Autism	1 Orthopedic Impairment
0 Deafness	3 Other Health Impaired
0 Deaf-Blindness	11 Specific Learning Disability
1 Emotional Disturbance	39 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	21 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	93%	95%	96%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Welcome to Benson Primary School, home of the proud Bobcat, where we prepare students to be “On Track for Tomorrow”! It is the mission of Benson Schools to provide a safe and welcoming learning community that prepares students to be competitive and productive citizens. Everything we do at Benson Primary School aligns to our motto, mission, and guiding principles and positively impacts the life of every child. Our success begins with happy children and outstanding personnel!

The Benson School District, with approximately 1,200 students, lies in the heart of Benson, located in southeastern Arizona. Our district is located on one square block in the center of this small rural town that is filled with rich railroad history. Hence, our motto “On Track for Tomorrow”! Benson Primary School, with 425 students, sits adjacent to Benson Middle School and Benson High School. This physical structure lends itself to valued partnerships and regular collaboration with staff and students at other schools. This unique factor allows common instructional practices, spiraled curriculum from one grade level to the next, professional development opportunities, and strong partnerships with parents and community organizations across the district. Students feel pride and ownership in their school experience. To emphasize this school unity, each year as the high school graduation nears, the high school seniors wearing their graduation gowns, walk from the primary school through the other campuses. The entire student body for the district along with their teachers lines the lane to cheer them on and celebrate their success.

Benson Primary School has been recognized for the past three years as an “A” labeled school by the Arizona Department of Education and is within the #1 ranked District in the State of Arizona. Our school is the #1 Traditional Elementary School in all of Cochise County. We received the NCEA ACT Advancing Toward College and Career Readiness Higher Performing Schools recognition for 2012 and 2013. In addition, we were designated as a Title I Reward School for 2013. We are honored to be nominated for the National Blue Ribbon Award.

Our school uses an electronic curriculum and calendar map aligned to the state standards. We provide reteach and enrich opportunities during the school day, after school, during one week each in the fall and spring, and summer. With a 60% free and reduced lunch population, we are a school wide Title I district and offer extra reading services for our students. Daily Balanced Literacy and Balanced Math opportunities support our students’ reading and math achievement. Data drives all of our instruction.

Benson Primary School has created a warm school family learning environment for our students and our hardworking energetic personnel. Each year, the faculty kicks off the new school year with an over the top faculty themed gathering. These back to school staff meetings create a successful school family culture. These may appear to be an Hawaiian Luau with the theme of “Diving Deep into the Ocean of Learning” with beach balls, sea shells, and delicious themed food or a Disney Celebration with a theme of “The Happiest Place on Earth to Learn” with staff dressed as their favorite Disney character or a Rock and Roll theme of “Benson Primary School Rocks!” with attire to represent favorite decades of music. Learning combined with laughter makes Benson Primary School a great place to be.

Our school family takes turns cooking breakfast and coming together each month for “First Friday Treats”. There are holiday themed celebrations and potlucks throughout the year. We have a school family bulletin board that is a designated area for faculty to share their personal family events.

To further support the school family atmosphere, students are recognized for their success at monthly grade level celebrations called Bobcat Rallies. Parents have fun joining us for these celebrations. Students work to be Bobcat Citizens by demonstrating being respectful, responsible, safe, and caring. Ben’s Bell Kindness Awards are presented to students that demonstrate genuine acts of kindness toward others on campus. Distinguished Honor Roll, Honor Roll, Reader Leaders, Class Attendance, Perfect Attendance, Library Awards, and Bus Conduct Awards are also awarded to deserving students. The principal has what is called the Principal’s Challenge each year to motivate students to read. At the final Bobcat Rally of each year, the

principal has been found on the roof dressed as a chicken, a bumble bee, a zebra, a dog, a pirate and even an owl.

Parents are welcomed throughout the year as they join in numerous events but they especially enjoy joining the principal each month for Coffee Club. This event is called “Java with Jansson”.

We attribute our success to hard work and dedication. We continue to keep our eye on the target of what is best for children. As one parent stated on our most recent survey, “Love Benson Primary School!”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Benson Primary School students that “meet” or “exceed” on the Arizona Instrument to Measure Standards (AIMS) in reading and mathematics are considered passing the state assessment. This is considered an acceptable performance level for the school and the state. Our “A” label status as designated by the Arizona Department of Education is earned by the total points generated from the growth of all students; the growth of the lowest performing students; and the percent passing the AIMS.

The Stanford 10 administered in second grade is used to set a performance baseline that is used to indicate growth from year to year. Our quarterly district benchmark for second grade provides a percent passing, “meet” or “exceed” to guide curriculum and instruction in preparation for the AIMS the following year.

Our quarterly district benchmark assessments constructed in Assessment Technology Incorporated (ATI) are aligned to the AIMS and use the same “meet” or “exceed” language for passing. Students that “approach” the standard or “fall far below” the standard are not considered passing the AIMS or the district benchmark assessment. The state and the district report the percent of students’ passing in both reading and mathematics for third and fourth grade. AIMS data is also reported for fourth grade science with the same language “meets”, “exceeds”, “approaches” or “falls far below” on each standard.

Benson Primary School scored 162 total points out of 200 points possible in the reading and mathematics student performance areas. As a district, Benson Schools ranked #1 in the State of Arizona by earning a total of 161 points out of 200 total points possible using this same criteria for third through twelfth grade. Along with growth point areas and the percent passing mentioned above, points earned by the district included English Language Learner reclassification, graduation rate, and dropout rate.

The performance trends for Benson Primary School in mathematics and reading as measured by the Arizona Instrument to Measure Standards (AIMS) indicate an overall steady improvement over the last five years. Third grade mathematics AIMS data in 2008-2009 start with a 70% passing rate and reach an 86% passing rate by 2012-2013. There is a significant gain of 10% from 70% to 80% from 2008-2009 to 2009-2010 then a steady 2% gain each year after. Third grade reading AIMS data in 2008-2009 start with a 79% passing rate and reach an 86% passing rate by 2012-2013. The widest gain of 6% occurs from 79% in 2008-2009 to 85% in 2009-2010. The remaining years show a 1% to 2% shift up or down.

This 10% gain in mathematics and the 6% gain in reading both occur from 2008-2009 to 2009-2010. Mathematics achievement continues with steady improvement while reading also improves but not as significant. Our greatest gains were between the years we first implemented electronic curriculum calendars with integrity.

Fourth grade mathematics AIMS data in 2008-2009 start with an 87% passing rate and reach an 89% passing rate by 2012-2013. There is a significant loss of 8% from 87% in 2008-2009 to 79% in 2009-2010. However, from that point forward there is a 2% gain, 7% gain, and a 1% gain in each of the consecutive years leading to 2012-2013. Fourth grade reading AIMS data in 2008-2009 start with a 90% passing rate and reach a 91% passing rate in 2012-2013. There is a significant loss of 7% from 90% in 2008-2009 to 83% in 2009-2010. However, from that point forward there is a 4% gain, 2% gain, and a 2% gain in each of the consecutive years leading to 2012-2013.

The 8% loss in mathematics and the 7% loss in reading both occur from 2008-2009 to the 2009-2010 school year. During this school year, we had one new teacher to the fourth grade team and we were shifting to the electronic curriculum calendars aligned to state standards. One other factor that may have impacted this loss in both areas was the group of students because the same trend in achievement occurs in their third grade year and their fifth grade year. However, there were steady gains over the past five years.

It is important to note that the average of our three district benchmark assessments for third and fourth grade mathematics and reading are within 2% to 3% alignment to our AIMS scores in 2012-2013. Clearly, our curriculum, instruction, and assessment are accurately aligned to the state standards and the AIMS.

The state assessment for second grade is the Stanford 10. This assessment provides data on reading comprehension, mathematics problem solving, and language. Our second grade students continue with a 1% to 5% scoring range of the national average for 2012-2013. This is the trend for the past five years of Stanford 10 data. The second grade average of our three district benchmark assessments in 2012-2013 was a 75% passing rate in mathematics and an 88% passing rate in reading.

These positive trends of academic success for all grades in mathematics and reading at Benson Primary School can be attributed to hiring and retaining quality personnel and using electronic curriculum calendars aligned to state standards. A few additional factors supporting positive achievement trends are the implementation of weekly data team meetings facilitated by a grade level instructional team leader. The effective leadership provided by the principal has also been instrumental in the success of Benson Primary School. This principal continually motivates the personnel and the students to do their best.

2. Using Assessment Results:

Data from multiple measures of assessment drive instruction and decision making at Benson Primary School. Our first examination of data starts with state assessments. We examine the Arizona Instrument to Measure Standards (AIMS) for grades three and four in reading and mathematics in relation to the growth of all students; growth of our lowest performing students (bottom 25%); and the percent of students passing. We dissect science AIMS data for grade four in which our scores have consistently been higher than the county and state. We examine Stanford 10 scores for second graders. For the past three years, we have been recognized as an “A” label school by the Arizona Department of Education based on state assessments.

Benchmark assessments are quarterly district assessments given to all students three times a year in both reading and mathematics. All benchmark assessments are constructed by Assessment Technology Incorporated (ATI) and are aligned to the Arizona College and Career Ready Standards or Common Core Standards, and AIMS testing. Once the data is received for the quarterly benchmarks, we determine the performance of each student, each class, and each grade level. We identify student mastery on each standard and performance objective as to which students are exceeding, meeting, approaching, or falling far below the standards. Based on quarterly data, teachers are able to modify their curriculum and instruction to increase student achievement. Students who do not pass their benchmark assessments are given the opportunity to attend Intersession during fall and spring break; after school targeted tutoring; and summer school. We believe that benchmark assessments serve as a way for teachers and parents to keep the score board on throughout the year. They give ongoing data as to how students are performing on all state standards and provide a prediction of how students will perform on AIMS.

Other research based practices utilized in the classroom are formative assessments and reteach and enrich. These components work together with the benchmark data to monitor student progress and effectiveness of our instruction. After a specific standard is taught to mastery, a teacher gives a five question formative assessment. If the student passes the formative, they attend an enrichment class or if the student does not pass, they attend a reteach class. Reteach and enrich opportunities are built into the school day.

We utilize the System to Enhance Educational Performance (STEEP). STEEP consists of a universal or school-wide screening for reading, mathematics, and writing; class-wide intervention; a can't do, won't do assessment, and individual intervention. This data allow us to use our resources more efficiently to help more students.

Grade level Instructional Team Leaders use all of the available data to facilitate a weekly data team meeting. This review of data allows teachers to formulate a plan to respond to successes or challenges. The reading specialist administers quarterly Star Reading and Star Early Literacy testing that is used to identify student

reading level and develop intervention plans. All data reports are provided to parents and students continuously throughout the year.

3. Sharing Lessons Learned:

Benson Primary School's journey to #1 can be attributed to hard work and dedication. The single greatest contributing factor to our success was hiring and retaining quality employees. These employees have developed a positive learning culture as a school family that is safe and welcoming. This school family embraces the community and nurtures positive relationships between students, parents, community members, teachers, paraprofessionals, and leadership. It has been our experience that once you have the right people in the right places, you can provide them with the right tools to keep everyone's eye on the target for doing what is best for children.

We have implemented a strong research based electronic curriculum calendar aligned to state standards taught using Essential Elements of Instruction in every classroom. We have invested in technology to increase student engagement and enhance student learning. Offering a variety of tools that provide multiple measures of assessment supports data driven instruction and decision making.

We have had the opportunity to share The Benson Story: Our Journey to #1 with many districts and professional organizations. Our Power Point presentation focuses on our framework for success that includes Culture and Leadership; Curriculum; Instruction; Assessment; and Intervention. We have shared our story at Coffee Club for parents called "Java with Jansson"; a Break-Out session at the Beyond Textbook Partner Super Conference; Arizona Business Education Coalition, Cochise County Superintendent's Organization; and have been invited to present at the Hispanic/Native American Caucus; and the Arizona School Board's Leading Change Conference.

We have opened our doors to many visitors to observe in classrooms and brainstorm ideas as to how our success may be replicated. Some of these visitors have been from the Arizona Department of Education and numerous districts focused on our School wide Title I program and our special education intervention plan. During these visits, visitors have observed our Title I Reading Specialist facilitate leveled reading groups; our System to Enhance Educational Performance team assessment process; and Daily Math Skills scripted lessons. Our local colleges and universities have sent students to complete observations in our classrooms as well as place student teachers. With each visitor and observation, we have taken the time to build a relationship through rich conversations about our journey.

Throughout our community, one will find post cards, door hangers, and advertisements in real estate magazines that complement our school district's success. Our Facebook page and webpages advertise our successful journey.

4. Engaging Families and Community:

Benson Primary School respects the rights of parents to make choices regarding their child's education. We are dedicated to making our school the best choice for all students. Our personnel work hard to build and foster positive relationships with parents and community members. When Benson Schools was developing the motto, mission, and guiding principles for the district, members of the community, business owners, parents, and school personnel came together for numerous work sessions to reflect on the history of our community, current trends, and set a future direction for the district. This set a powerful foundation for a positive and trusting partnership between the school and the community. This relationship continues to contribute to our success. The district is the heart of this small rural community with a rather low socioeconomic status. The events at the school bring the community together.

Our schools all being an "A" label and being within the #1 ranked District in Arizona has been a time of tremendous pride for our school and community. To celebrate, school personnel and students walked in the Butterfield Stage Days Parade followed by the band and a Benson school bus.

During the annual Homecoming Football game, the administrators cook and serve a free hot dog/hamburger dinner for all who attend the football game. Kindergarten students sing the National Anthem at the beginning of the evening as proud parents take pictures.

Some other very positive events: our Back to School Fair, where school personnel give away backpacks and school supplies; Community Open House; Parent-Teacher Conferences; our library organizing a Dr. Seuss Week where members of the community read their favorite Dr. Seuss book to students; a strong Parent-Teacher Organization that puts on a Book Fair twice a year bringing parents in for a student evening performance; the After School Program has a showcase of student success; Family Math and Reading Nights; parents and grandparents often volunteer in classrooms and have lunch with their children in the cafeteria; and the school partners with the city and offers summer activities and camps.

The Principal's Coffee Club called "Java with Jansson" has been a real hit. It starts the day with a short meet and greet with coffee and a light breakfast followed by a short presentation by the principal that has been selected by the parents and then concludes with feedback for improvement and selecting a new topic for the next meeting.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Benson Primary School's curriculum is based on the Arizona State Standards with the required transition into College and Career Ready Standards or Common Core Standards. We expect all students to be challenged and to perform at their highest level. All teachers utilize curriculum calendars that have been developed through a K-12 process by classroom teachers and accessed through a web based curriculum program called Beyond Textbooks. These curriculum calendars guide the instruction in all subjects in every classroom daily and provide the sequence of when instruction of the standards should take place over a given time period. This ensures that all teachers at each grade level are teaching the same standards at the same time.

Our teachers utilize unwrapped documents. This is a process of unwrapping the standards which means to identify the concepts and skills found in the standards and develop general statements of learning outcomes. We examine each of the standards to determine exactly what students need to know, the content or concept; what students need to be able to do, the skill; using Bloom's taxonomy, which gives the teachers the level they will use to teach students the concepts and skills.

We use essential standards which are a subset of the complete list of standards for each grade and for each subject. They represent a "safety net" of standards that each teacher ensures that every student learns prior to leaving the current grade. Three criteria make up how essential standards are chosen. First, standards that have endurance provide students with knowledge and skills that will be of value beyond a single test date. Next, standards that have leverage provide students knowledge and skills that have value in multiple disciplines. Finally, standards that have readiness for the next level of learning provide students with essential knowledge and skills that are necessary for success in the next grade.

All grade levels have a common planning time for one hour each day built into the school day designed to focus on curriculum, instruction, and assessment. An Instructional Team Leader at each grade level works closely with the principal to coordinate and lead curriculum activities and conversations focused on student achievement using assessments and student data collection to drive instruction.

All curriculum subject areas are based on Arizona State Standards and are completely developed within Beyond Textbooks. Balanced Literacy is our model for reading, language, spelling, and writing instruction. This framework for literacy is comprised of six components: flexible ability reading groups, shared reading, read aloud, reading independently, phonics and phonemic awareness, and Writer's Workshop using six traits of writing. The journey through the writing process includes prewriting, drafting, revising, editing, publishing, and presenting. The following writing traits are utilized: ideas, organization, voice, conventions, word choice, and sentence fluency. In addition, writing across the curriculum is used to incorporate science, social studies, and mathematics. Balanced Math that includes calendar math and Daily Math Skills supports our mathematics curriculum. Science and Social Studies curriculum follows the standards and is also integrated within our reading and writing.

Benson Primary School offers Specials classes that include Performing Arts, Computers, Physical Education, and Enrichment. These specials classes are offered for one hour daily at each grade level. These opportunities use subject area curriculum calendars based on the Arizona State Standards.

Performing Arts is a blend of social studies, drama, art, music, and dance. Students at each grade level take the skills that they learn and perform twice a year before the student body and then for their parents and the community.

We have a 30 station computer lab where students develop their technology skills. Students master their keyboarding skills along with learning how to safely navigate the web. We provide learning opportunities like Moby Max, Accelerated Reader, and Study Island just to name a few examples.

Our physical education program uses the health and wellness standards and provides a variety of physical fitness activities.

We provide an Enrichment class to support our classroom teachers with an extra opportunity for students to advance with their reading and writing skills. This class provides Character Education curriculum.

All classrooms utilize technology for multi-media presentations to meet the needs of the future and thoroughly engage students in the curriculum.

2. Reading/English:

Benson Primary School believes that reading is the foundation of student success and impacts all other subjects. We utilize a balanced approach to reading instruction. This approach includes whole group reading instruction, chanting the alphabet letters and sounds, practice with high frequency words, word family vocabulary study, flexible ability guided reading groups, shared reading, read aloud, reading independently, spelling and phonics study, and writer's workshop.

The classroom teacher uses a grade level adopted textbook for whole group instruction taught using the curriculum calendar. The teacher identifies the specific reading level of each child using a running record and the data provided by Star Early Literacy or Star Reading assessments. Once the reading level is identified, leveled reading materials are used for small group reading instruction guided by the state standards. We have a guided reading section organized in our library for our teachers to make reading selections for their groups. There are guided reading groups for students that are at grade level or above grade level so that they can continue to reach their highest potential. The Title I reading specialist and paraprofessional provide a second daily reading group to each student that is below grade level. Running records are continuously being administered so that a student's reading group is adjusted based on their reading level. In addition, this data is used to design after school reading instruction.

Students go through a universal screening in reading three times a year. Students are timed for reading fluency using a selected passage. If a student performs below their instructional level, a second screening is performed. If a student increases their score to instructional level, they are monitored. If a student remains below instructional level, the student goes through a three week reading intervention.

Books in our library are coded by Accelerated Reader levels. Students are excited about reading and then testing their comprehension on the computer. They earn points based on their reading performance. These points are used by the principal in the yearly Principal's Challenge to motivate the entire school to read. Each month, the principal recognizes reader leaders at each grade at Bobcat Rally. If the school attains their reading goal, the principal dresses in a costume, stands on the roof of the school, and welcomes the students to the day.

We believe that all students can learn. It's just designing the appropriate intervention that is needed to reach success.

3. Mathematics:

Benson Primary School believes in a balanced approach to mathematics instruction. Our electronic curriculum calendar aligned to the Arizona standards is the instructional framework. This calendar presents lessons for each standard that have been developed and populated by teachers from around the state. Teachers have access to a wealth of mathematics Power Points, worksheets, games, activities, instructional strategies, and lesson plans. Weekly formative and quarterly benchmark assessments provide opportunities to monitor and adjust instruction to meet the needs of all students.

All grades implement Daily Math Skills to secure foundational mathematics skills for each student. This is a twenty minute scripted daily instructional math practice that supports students with their deficiencies in basic math facts. This program consists of all students participating in a daily math practice round, coaching

session with a student partner, and then a timed math test with scores recorded each day for every student in our school. Each grade level has a different probe skill set that may begin with addition, subtraction, multiplication, or division in varying levels of difficulty. The class moves to the next math probe skill once the class achieves a designated mastery level. This framework maintains support, challenge and excitement for all mathematic abilities of all students.

The teacher begins by announcing that it is time for Daily Math Skills to build fluency in the area of focus for that math probe. Students join with a partner and begin to practice either with flash cards or a worksheet. This coaching process helps all students because it builds on the level of each student. The focus during this practice round is on accuracy. Following the coaching round, students are instructed to prepare for the timed test. When asked if students are ready for their Daily Math Skills, students respond with a loud, “bring it on” or some other positive confident shout out. The focus at this point is on both accuracy and speed. The test is scored and students keep record of their own scores on a progress sheet and the teacher records their scores on a spreadsheet. We pull scores from every class every Thursday and provide rewards for success. These incentives range from a no homework pass, to popcorn party, to crazy hair day, to free recess, to pizza party.

A strong daily math lesson aligned to state standards coupled with DMS has consistently shown an increase in our mathematics scores.

4. Additional Curriculum Area:

Benson Primary School integrates Social Studies and History within all areas of our curriculum. These subjects are taught within our Performing Arts program. All students attend Performing Arts and the teacher utilizes the Social Studies and History electronic curriculum calendar to align instruction to the state standards for each grade level. As lessons progress throughout the school year, students use the Social Studies and History content to do dramatic performances of historic characters or events, learn music and dance from different decades of history, understand the meaning of holidays and traditions as they occur throughout the school year, learn art techniques from famous artists throughout history, and participate in cultural experiences as they relate to history. All of these learning opportunities culminate with a school wide activity or performance.

Kindergarten students may be observed wearing pilgrim or Indian costumes exchanging personally made noodle necklaces and sharing something that they are thankful for before having a Thanksgiving feast. Parents and grandparents are invited to join their children in this historical celebration.

Another culminating activity is that each classroom represents a state within the United States or a country around the world or a specific Native American tribe. The students within each classroom present to parents, community members, and other grade levels. These special events begin with the whole school performing for parents, grandparents, and the community. These performances may include singing songs or dancing or short plays to share student knowledge and expertise. Following the whole school performance, tours through classrooms occur with students presenting all that they have learned. Students research, type, and then rehearse their presentations. These presentations include: music, art, history, dance, costumes, climate, government, and/or food from the state or world or the specific Native American tribe. There are musical performances to celebrate cultural and historical events.

These culminating activities bring all subjects together for students into a meaningful real life experience. These performances support our mission of preparing our students to be well-rounded productive citizens. We believe that a partnership must exist between schools, communities, and families so that all children can succeed in school.

Our school’s journey to success that includes being an “A” label school for three years within the #1 ranked District in Arizona also relates back to the quality of our early childhood program. The use of our electronic curriculum calendars in Beyond Textbooks for each grade level for all curriculum areas builds on that strong foundation.

We partner with local children and family services to communicate to parents the availability of services for children prenatal through three years of age. These services include home visits, screenings, and community connections. Through this partnership and the child find process, we offer preschool opportunities for children three to five years old before entering our kindergarten program. Following a detailed and thorough evaluation by our school psychologist, students may receive services for speech, occupational therapy, and/or physical therapy. These services are provided in conjunction with academic instruction using early childhood state standards. Our certified teacher and paraprofessionals implement standards using our electronic curriculum calendar. Students have specific learning objectives for approaches to learning that include attentiveness and persistence; confidence; creativity; initiative and curiosity; and reasoning and problem solving. There are also performance objectives and lessons in the areas of fine arts; language and literacy; math; physical development; science; social emotional; and social studies. We provide these opportunities three days per week. We offer transportation to and from school. Students transition successfully from our preschool program and into our kindergarten. Services throughout the day may continue based on the needs of the student. Parents are invited to be partners in the education of their child. We respect the right of parents to make choices regarding their child's education.

Our small rural community with a low socioeconomic status offers a few private preschool opportunities and a Head Start program. Our school partners with these organizations to offer services and support for all children within our community. We believe that all children and families deserve the same opportunity to succeed, no matter their economic situation. One guiding principle states that Benson Schools belongs to the community and connections and partnerships with the community are valued.

Our kindergarten students are provided a full day kindergarten opportunity and consistently perform above and beyond the required state standards in reading and mathematics. Students begin with mastery of letters and sounds, move on to their sight word vocabulary, and are prepared for reading by second semester. Flexible reading groups ensure that all students progress at their own pace. We continue to see this same advanced academic progress in all grades and all subjects in kindergarten through fourth grade as measured by our formative, benchmark, and state assessments. We expect all students to be challenged so that they perform at their highest level.

5. Instructional Methods:

The faculty of Benson Primary School works hard to maintain a positive learning environment where students feel safe, welcome, and inspired. The classrooms reflect the school's commitment to treating others with respect. Effective classroom management practices and strategies with clear routines and procedures are modeled in each classroom. We believe that student achievement is directly related to strong classroom management, caring student relationships, and effective instructional practices.

The instructional model for Benson Primary School is Essential Elements of Instruction (EEI). All lessons are presented to students using EEI, based on Madeline Hunter's research which combines key instructional practices into a successful teaching system. All learning objectives are posted in student friendly language for all lessons being taught each day as well as the essential questions linked to the objectives. Students are able to share the learning objective and know what they are learning and why. The teacher may use the essential questions as a closure to a lesson to check for understanding. Students are actively participating in the lesson through the use of manipulatives, cooperative grouping activities, graphic organizers, or note taking strategies. All classrooms are equipped with appropriate technology like an interactive white board, computers, student response systems, document cameras, and a projector to use as tools to differentiate instruction and increase student engagement.

Teachers use formatives to determine if students need reteach or enrich or whether or not a teacher needs to reteach to the entire class. A formative is a five question assessment that is given to everyone on an essential standard that is taught. Any student that receives a one, two, or three out of five possible points on a formative is grouped together for reteach. Students that receive a four or five are grouped together for enrichment opportunities. Reteach or enrichment opportunities are built into the school day so that data continuously drives instruction and instruction is continuously differentiated for each student.

Targeted tutoring to meet the needs of all students also takes place after school, during Intersession, and summer. We do a universal screening three times a year in reading, mathematics, and writing to identify students for increased intervention. Students take benchmark tests three times a year to identify which standards need to be retaught to specific students during a week in the fall and spring during Intersession. All of this data is used to provide specific students after school tutoring on targeted standards.

6. Professional Development:

Professional development occurs regularly for the staff at Benson Primary School. Our calendar consists of half days every other Wednesday designated for professional development. All professional development opportunities are developed using achievement data, support our guiding principles, and align to district and site goals.

Each professional development offering provide a hands on opportunity for teachers to participate in learning that supports our goals. Essential Elements of Instruction with high levels of engagement is the framework modeled by the instructor in each professional development experience. Teachers walk away with ideas for immediate implementation into the classroom. The principal provides follow-up support and feedback for teachers through observations and classroom walk-throughs.

Based on data, our district/site goals this year focus on maintaining an “A” label, showing improvement in writing achievement, and collecting and analyzing data to drive and improve instruction. All professional development experiences support these goals.

We have site professional development opportunities and a few district-wide trainings. Some district-wide themes are training on the implementation of a new teacher evaluation instrument, new technology upgrades, and Building Academic Vocabulary. For site themes, our AIMS writing scores prompted us to provide training in Six Traits of Writing and Writing Across the Curriculum. We had some inconsistencies in reading instruction so we paid outside trainers to present a Balanced Literacy refresher. We expect quality communication with parents through weekly newsletters and updated webpages so time is allocated to work on these areas. It is also essential to have time to dissect formative, classroom, and benchmark data to adjust and drive instruction.

Quality staff is the foundation of a successful school and professional development is a way to find, develop, and retain staff who model our values and guiding principles. Every new teacher to the Benson School District attends New Teacher Induction. Teachers learn about the district philosophy, instructional practices, classroom expectations, and data analysis. This is done over a period of three days prior to the beginning of the school year with two follow-up trainings during the school year. New teachers are given mentors to assist with any district practices that they may need additional support. The mentors, mentees, and principal meet regularly to ensure new teachers are feeling successful. Instructional Team Leaders receive a full day of training prior to the start of each school year.

Whatever we expect teachers to know and be able to do, we provide a professional development opportunity.

7. School Leadership

Benson School District’s leadership team consists of the school board, and the district leadership team that includes the superintendent, the director of curriculum, four site principals, the business manager, and a dean of students. This team is involved in the decision making process for the district and all support a common mission and vision. The school board meets monthly and during these meetings the superintendent and each principal provide a detailed report. The district leadership team meets weekly for two to four hours. These meetings guarantee that all of our arrows are directed at the same target. All decisions related to curriculum, instruction, assessment, and allocation of resources are aligned to our motto, mission, and guiding principles. All leadership teams have a retreat at the start of each school year. Goals are set for the school year based on achievement data.

Guiding principles created in partnership with the school and community consist of: we uphold traditional values, respect is fundamental, Benson Schools belong to the community, we take pride in our past, we expect all students to be challenged, we expect our students to continue their education, student activities promote success, quality staff is the foundation of success, small classes provide the best environment, our facilities and technology reflect the high value we place on education, and we respect the right of parents to make choices regarding their child's education.

Weekly leadership meetings begin with key agenda items: focus on one of our guiding principles; on leadership where a round table conversation takes place about a leadership topic related to a news or school event or a book reading selection; and an examination of data related to student achievement. These meetings foster an atmosphere of trust and acceptance where members are committed to open communication and differences of opinion are valued. We believe conflict is inherent and that consensus usually leads to a higher quality decision. However, once a decision is reached everyone is expected to actively support it.

The instructional leadership team consists of the principal, reading specialist, and one teacher from each grade level. This team meets weekly to examine data, guide progress toward school goals, and communicate any concerns to the principal. The instructional team leaders coordinate and lead grade level data and instruction team meetings twice a week. Leadership at each level is key to success. The principal provides strong effective leadership for Benson Primary School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: Pearson

Test: AIMS

Edition/Publication Year: 2007

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds(passing)	86	84	82	79	70
% Exceeds	38	41	30	30	9
Number of students tested	73	79	81	93	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds(passing)	80	67	64	64	31
% Exceeds	20	25	18	14	0
Number of students tested	10	12	11	14	13
3. English Language Learner Students					
% Meets plus % Exceeds(passing)	0	100	0	67	33
% Exceeds	0	0	0	33	0
Number of students tested	0	2	0	3	3
4. Hispanic or Latino Students					
% Meets plus % Exceeds(passing)	85	88	84	63	57
% Exceeds	42	48	16	16	7
Number of students tested	26	16	19	30	14
5. African- American Students					
% Meets plus % Exceeds(passing)	100	75	100	100	50
% Exceeds	50	75	0	50	0
Number of students tested	2	4	2	4	2

6. Asian Students					
% Meets plus % Exceeds(passing)	100	0	100	100	75
% Exceeds	100	0	0	50	0
Number of students tested	1	0	2	2	2
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds(passing)	67	100	100	67	100
% Exceeds	0	50	0	0	0
Number of students tested	3	2	1	3	2
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds(passing)	0	100	0	0	75
% Exceeds	0	0	0	0	0
Number of students tested	0	2	0	0	2
9. White Students					
% Meets plus % Exceeds(passing)	87	83	80	79	73
% Exceeds	39	39	32	31	11
Number of students tested	67	72	76	87	55
10. Two or More Races identified Students					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					

NOTES: The State does not break the data down into the subgroup for Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students so we could not provide this information.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 4

Publisher: Pearson

Test: AIMS

Edition/Publication Year: 2007

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds(passing)	89	88	81	79	88
% Exceeds	47	45	38	26	42
Number of students tested	71	83	100	76	79
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds(passing)	69	75	71	55	50
% Exceeds	23	38	14	9	0
Number of students tested	13	8	14	11	12
3. English Language Learner Students					
% Meets plus % Exceeds(passing)	0	100	50	0	100
% Exceeds	0	100	25	0	0
Number of students tested	0	1	4	0	1
4. Hispanic or Latino Students					
% Meets plus % Exceeds(passing)	80	85	79	76	72
% Exceeds	47	35	29	24	22
Number of students tested	15	20	28	17	18
5. African- American Students					
% Meets plus % Exceeds(passing)	75	60	50	100	50
% Exceeds	50	20	50	100	0
Number of students tested	4	5	2	2	2
6. Asian Students					
% Meets plus %	0	50	100	100	100

Exceeds(passing)					
% Exceeds	0	0	100	0	0
Number of students tested	0	2	2	2	1
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds(passing)	100	0	100	100	100
% Exceeds	50	0	0	0	0
Number of students tested	2	0	4	1	1
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds(passing)	100	100	0	0	0
% Exceeds	50	100	0	0	0
Number of students tested	2	1	0	0	0
9. White Students					
% Meets plus % Exceeds(passing)	89	91	80	100	93
% Exceeds	45	47	38	35	51
Number of students tested	64	75	92	54	57
10. Two or More Races identified Students					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					

NOTES: The State did not provide us with the data for the subgroup Free/Reduced-Price Meals/Socio-economic Disadvantaged Students so we could not include that information.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Pearson

Test: AIMS
Edition/Publication Year: 2007

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds(passing)	86	84	86	85	79
% Exceeds	12	19	14	11	10
Number of students tested	73	79	81	93	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds(passing)	70	75	81	64	46
% Exceeds	10	8	18	0	0
Number of students tested	10	12	11	14	13
3. English Language Learner Students					
% Meets plus % Exceeds(passing)	0	100	0	67	33
% Exceeds	0	0	0	33	0
Number of students tested	0	2	0	3	3
4. Hispanic or Latino Students					
% Meets plus % Exceeds(passing)	81	81	89	80	57
% Exceeds	15	19	5	3	0
Number of students tested	26	16	19	30	14
5. African- American Students					
% Meets plus % Exceeds(passing)	100	100	100	100	100
% Exceeds	50	25	0	0	1
Number of students tested	2	4	2	4	2
6. Asian Students					
% Meets plus %	100	0	50	50	100

Exceeds(passing)					
% Exceeds	0	0	0	50	0
Number of students tested	1	0	2	2	2
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds(passing)	67	100	100	100	100
% Exceeds	33	50	0	0	0
Number of students tested	3	2	1	3	2
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds(passing)	0	50	0	0	100
% Exceeds	0	0	0	0	0
Number of students tested	0	2	0	0	2
9. White Students					
% Meets plus % Exceeds(passing)	87	82	86	75	82
% Exceeds	10	18	14	10	13
Number of students tested	67	72	76	87	55
10. Two or More Races identified Students					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					

NOTES: The State does not break the data down for the subgroup Free/Reduced-Price Meals/Socio-economic Disadvantaged Students this is why we cannot provide you with this information.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Pearson

Test: AIMS
Edition/Publication Year: 2007

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds(passing)	91	89	87	83	89
% Exceeds	19	18	10	13	11
Number of students tested	71	83	100	76	79
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds(passing)	77	88	79	58	58
% Exceeds	15	0	7	0	0
Number of students tested	13	8	14	12	12
3. English Language Learner Students					
% Meets plus % Exceeds(passing)	0	100	50	0	100
% Exceeds	0	0	0	0	0
Number of students tested	0	1	4	0	1
4. Hispanic or Latino Students					
% Meets plus % Exceeds(passing)	93	90	86	53	78
% Exceeds	27	15	11	0	6
Number of students tested	15	20	28	17	18
5. African- American Students					
% Meets plus % Exceeds(passing)	100	80	100	100	50
% Exceeds	25	20	50	50	0
Number of students tested	4	5	2	2	2
6. Asian Students					
% Meets plus %	0	50	100	100	0

Exceeds(passing)					
% Exceeds	0	0	100	0	0
Number of students tested	0	2	2	2	1
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds(passing)	100	0	75	100	100
% Exceeds	50	0	25	100	0
Number of students tested	2	0	4	1	1
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds(passing)	100	100	0	0	0
% Exceeds	0	0	0	0	0
Number of students tested	2	1	0	0	0
9. White Students					
% Meets plus % Exceeds(passing)	91	91	87	81	96
% Exceeds	17	19	7	19	14
Number of students tested	64	75	92	54	57
10. Two or More Races identified Students					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds(passing)					
% Exceeds					
Number of students tested					

NOTES: The State did not provide data for the subgroup Free/Reduced-Price Meals/Socio-economic Disadvantaged Students so we could not include this information to you.